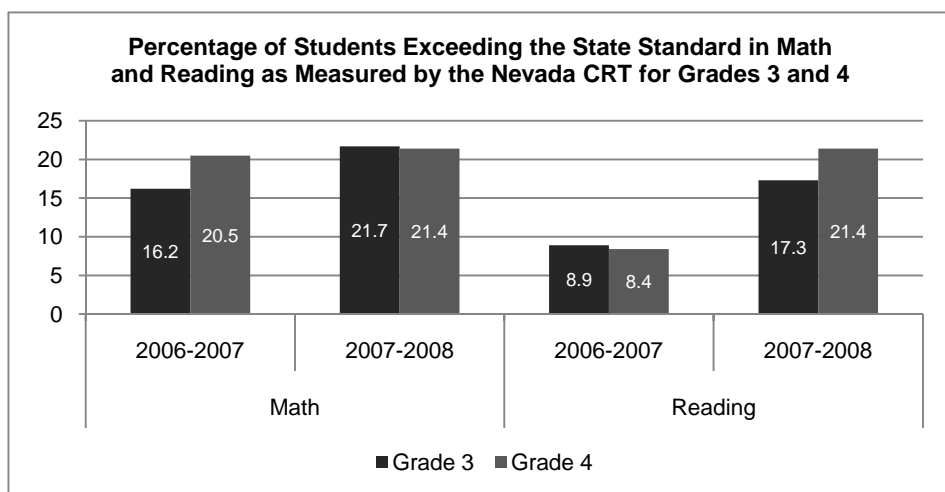


White Paper Series

Clark County School District—East Region
Las Vegas, Nevada

The
Leadership
and Learning
Center™

Clark County School District—East Region has increased the number of students meeting or exceeding proficiency in math and reading at every elementary grade since 2006.



Contents

Executive Summary	2
The Needs of Clark County School District	3
The Role of The Leadership and Learning Center	4
Clark County School District Results	6
Lessons Learned in Clark County School District	8
Appendix One	10
Appendix Two	12
Appendix Three	17
References	19

Issues

- Massive school-level growth led to continuous changes in building leadership and teaching staffs.
- Schools across the district were fragmented in terms of goals and expectations.
- School improvement plans (SIPs) did not provide specific goals and strategies, and were not in direct alignment with individual school needs.

Solutions Provided by The Leadership and Learning Center

- Long-term SIPs were created that were directly tied to student achievement. These SIPs gave schools a continuous standard measure of improvement.
- A common language for school-level goals and expectations was developed through ongoing training and professional development.
- Individualized feedback was provided for each school based on its specific SIP. Bulleted feedback and recommendations provided school leaders with guidelines to create more focused and relevant school plans.

1.0 Executive Summary

Clark County School District (CCSD) has partnered with The Leadership and Learning Center for almost a decade, expanding its professional development training and pursuing a more effective alignment of standards to practice. In recent years, the district has engaged in a comprehensive analysis of school improvement plans (SIPs) along with leadership practices to focus and to bolster the improvement efforts of over 300 schools.

The Planning, Implementation, and Monitoring (PIM) analysis, offered by The Leadership and Learning Center, provided participating CCSD schools with individualized feedback, including research-driven guidelines on how to improve each SIP in areas directly linked to student achievement. The result was a body of research that identified key leadership practices that predicted improved achievement school-wide, similar to the proven, positive impact of research-based instructional strategies on student achievement within the classroom.

The findings of The Center's large-scale analysis have led to numerous changes in the district's school improvement efforts. CCSD has refined its school improvement plan template to directly reflect the needs of the district, the growing student body, and defined goals. Furthermore, each region within CCSD has trained a cadre of teacher-leaders to create SIPs that reflect a comprehensive understanding of PIM results. These teacher-leaders conduct internal school improvement reviews using The Center's PIM process. The end result is individualized SIPs that include not only components essential for school improvement, but SIPs that provide direction for change in the future as schools make gains.

Consequently, CCSD has seen dramatic, sustained achievement evidenced by schools like Hewetson Elementary where almost a third of the students exceeded standard on the Nevada Criterion-Referenced Test (CRT) exams and a majority of Individual Education Plan (IEP) students met annual yearly progress (AYP) goals in 2009. Snyder Elementary, which has a majority of students receiving English language learner (ELL) services and almost 75 percent of students eligible for free and reduced lunch, has made tremendous progress in closing the achievement gap among all subgroups. These results are hardly isolated. CCSD has made significant gains at all levels and in all regions since embarking on an innovative approach to school improvement using the PIM analysis.

2.0 The Needs of Clark County School District

Clark County School District is the fifth largest school district in the United States with nearly 350 schools. The district serves more than 300,000 students in prekindergarten through grade 12.

The East Region, which this paper focuses on, is comprised of 31 elementary schools, seven middle schools, and four high schools. Throughout its time working with The Center, CCSD has become increasingly aware of the research and intent needed to meet the considerable challenges of a very transient community with large populations of at-risk students and English language learners. CCSD had more than 80,000 ELL students in the 2008-2009 school year.

In 2004, CCSD asked The Center to analyze its schools' improvement plans in an effort to formalize a process for revising the documents. The Center's initial work focused on analyzing the components of each plan and offering feedback to each school team. Multiple professional development associates from The Center worked with teachers, administrators, parents, students, and legislators who were intent on making systematic changes to improve student achievement.

Clark County School District produced a comprehensive school improvement plan template early on that has helped create a common language and a common understanding of goals and best practices. In the early years of the PIM process, the most common error in the CCSD school improvement plans was to treat the improvement process as a matter of documentation and compliance, where schools attempted to record everything being done rather than focusing strictly on areas where improvement was needed and what improvements had to occur. School teams frequently developed elaborate plans that were difficult to manage and impossible to accomplish.

Specifically, in the East Region, schools worked hard to implement scientific, research-based practices that had made a difference in student achievement elsewhere in the nation, yet many of these schools failed to experience similar gains. By working with Leadership and Learning Center associates, region leaders and principals learned to be laser-like in their focus and bring more stakeholders on board in the planning process to identify successful, productive changes. According to Rebecca Kaatz, East Region Assistant Superintendent: "We needed to increase capacity to conduct root-cause analysis and to build effective solutions to those root causes. Most importantly, we had to learn to develop monitoring systems that ensured that the action steps of each school improvement plan were fully implemented. Leaders recognized school improvement as the glue that had the potential to bring the community together around a common purpose."

3.0 The Role of The Leadership and Learning Center

Clark County School District engaged in intensive professional development through The Leadership and Learning Center as well as through the district's internal Research and Accountability Department. The district has steadily built capacity by gleaning insights from its school improvement efforts. As a partner in those efforts, The Leadership and Learning Center reviewed school improvement plans to identify leadership practices that were predictive of student achievement gains and to determine CCSD strengths and challenges.

A significant part of the ongoing process was The Leadership and Learning Center's Planning, Implementation, and Monitoring (PIM) service that provided an extensive evaluation of, as well as recommendations for, each school's SIP. PIM is a unique service offered by The Leadership and Learning Center for schools, central office departments, and school systems. The PIM process includes an intensive review of a school plan, strategic plan, accountability plan, or other documents. The process compares each plan to a rubric developed in cooperation with the district, but also based on research derived from The Center's PIM study of thousands of school improvement plans. The Center then provides individualized feedback to each building principal, department leader, and superintendent.

Leadership and Learning Center professional development associates who work on the PIM process have observed that, in most cases, only a few components of SIPs have strong relationships to student achievement. The PIM process identifies the specific characteristics of building plans that are most associated with such achievement. These insights, provided by The Center, save time for teachers, principals, and district leaders because they provide guidelines for focusing their energy and efforts solely on those professional practices and processes that have direct ties to improving student achievement.

Throughout the PIM process, The Center maintained a commitment to help CCSD leaders utilize precise data to identify their most successful practices and those in need of revision or elimination. Furthermore, professional development associates of The Leadership and Learning Center were committed to rigorous inter-rater reliability during the entirety of the process, along with a comprehensive analysis of results from multiple perspectives. This included examining teaching practices as carefully as student assessment results, as well as thoroughly examining overall leadership decisions regarding resources, staffing, and professional development within the school plans.

Following an initial year of implementation, the PIM analysis was recognized as a significant means of identifying predictors of academic success, and use of the process was expanded considerably throughout Clark County School District. Having identified components of SIPs predictive of achievement gains, district leaders, principals, and Center professional development associates worked to customize those components to align directly with each school's particular needs.

In addition to analyzing and revising SIPs, school leaders from the East Region have attended The Center's annual Leaders in Transition Institute held in Boston, Massachusetts (now updated and titled The Leadership Institute). In this three-day seminar, exclusively for educational leaders including superintendents, board presidents, chief academic officers, principals, and others who face the unique challenges of senior educational leadership, participants worked to:

- Identify and prioritize essential leadership actions
- Improve personal leadership effectiveness
- More successfully direct teams to achieve desired results
- More productively resolve dissenting opinions
- More efficiently identify and address conflicting priorities
- Inform decision-making processes with the latest research
- More easily prioritize and tackle new initiatives

East Region 2009 attendees—the principals from Hewetson Elementary and Snyder Elementary—are new school leaders. Working with Leadership and Learning Center consultants who were already familiar with CCSD strategies, these principals were able to align their school goals with the recommendations from the Institute.

Today in Clark County School District, educators view their school improvement plan as a blueprint to make gains in student achievement and to close achievement gaps. Teams understand the district expectation that plans be well informed, comprehensive, focused, responsive, and ultimately successful. It is critical that the instrument used to assess progress in terms of planning, implementation, monitoring, and evaluation serves as a challenge to improve and a roadmap to success.

4.0 Clark County School District Results

As a whole, Clark County School District has increased student achievement scores at every grade level over the past three years (see Appendix One). Throughout its long-term partnership with The Leadership and Learning Center, the district has made dramatic gains in student achievement as measured by both district and state standardized test scores.

Nevada's assessment program, the Nevada Proficiency Examination Program (NPEP), combines a variety of tests to measure student learning. Nevada uses a Criterion-Referenced Test (CRT) in grades 3 through 8 in math and reading, and in grades 5 and 8 in science (see Appendix Two for East Region details). Students in grades 5 and 8 are also tested in writing using the Nevada Analytic Writing Examination (NAWE). High school students take the Nevada High School Proficiency Exam (HSPE) in math, reading, science, and writing (see Appendix Three for East Region details). Students must pass the HSPE in order to graduate. The CRT, NAWE, and HSPE are standards-based tests that measure specific skills defined for each grade by the state of Nevada.

The CRT, NAWE, and HSPE results show the level of proficiency a student demonstrates in each of the subject areas tested. Students are rated as being at one of four levels: emergent/developing, approaches standard, meets standard, or exceeds standard. The goal is for all students to score at or above the state standard.

In addition to continuously raising student achievement scores at every grade level, the district has made other significant gains as well:

- From 2005 through 2007, schools making AYP increased from 183 to 218, with 44 high-achieving schools (up from 34), and 11 exemplary schools (up from six).
- Increases in proficiency on the Criterion-Referenced Test (CRT) were demonstrated in third-through eighth-grade reading and in third- through eighth-grade math. The number of students who took Advanced Placement (AP) courses increased from 11,908 to 12,904 in 2007-2008.
- The number of AP exams taken increased from 7,079 to 8,097 in 2006-2007 and the number scoring "Level Three" or above increased to 3,903.
- The first-time pass rates for tenth-grade students in reading on the High School Proficiency Exam (HSPE) increased from 76.6 percent to 77.3 percent.
- The percentage of LEP students proficient in English increased from 37 percent to 43 percent.
- Elementary students participating in physical fitness programs increased from 70 percent to 77 percent.

In the East Region, specific schools have made tremendous gains. School leaders in this region have recognized that overall school practices, even those outside of the classroom, can have an equally profound impact on student achievement. Test results at schools, such as Hewetson Elementary and Snyder Elementary, are proof of the progress made.

As discussed earlier, Hewetson Elementary, which has over 96 percent minority students and 100 percent of students eligible for free and reduced lunch, had almost a third of all students exceed standards on the Nevada CRT exam and a majority of IEP students met AYP goals in 2009. Additionally, Hewetson's CRT scores have risen in *every grade* and *every subject* from 2007 to 2009. At Snyder Elementary, which has a majority of students receiving ELL services and almost 75 percent of students eligible for free and reduced lunch, important advancement has been made in closing the achievement gap among all subgroups. *Every* subgroup made AYP goals in math and reading in 2008-2009. Furthermore, every subgroup had an average attendance rate of over 90 percent in that same year.

Looking beyond test scores, CCSD leaders are achieving additional significant results. There has been recognized growth in the quality of school improvement plans, the monitoring of achievement, and the quality of related professional development. Moreover, all CCSD schools have now built the internal capacity to independently manage their own SIP process, including creating a school-based internal research process. School leaders are creating shorter plans that are much more focused and that clearly describe improvement efforts. This stems from an increased ability to analyze data and to identify specific solutions and action steps in the development of a school improvement plan despite numerous personnel transitions and an average principal tenure of less than two years.

5.0 Lessons Learned in Clark County School District

Clark County School District has made notable gains in raising student achievement scores. District leaders and The Leadership and Learning Center have recognized specific strategies as integral to CCSD's continued success.

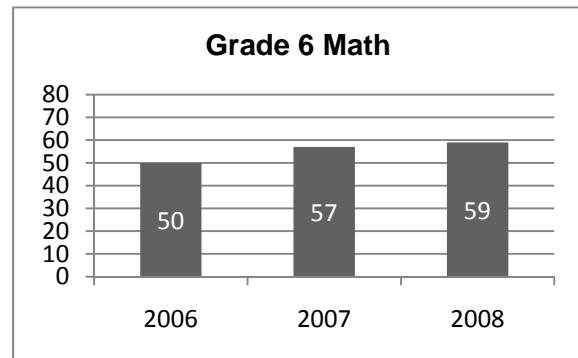
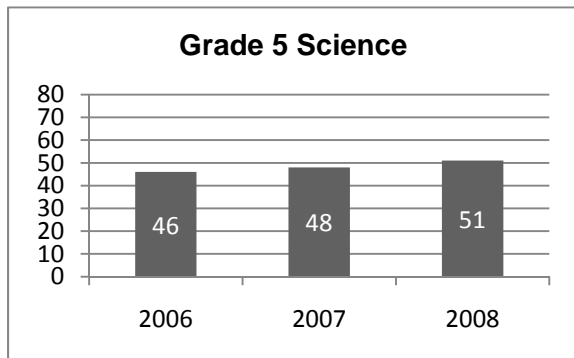
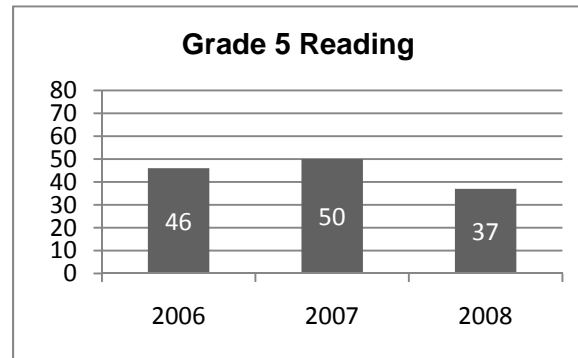
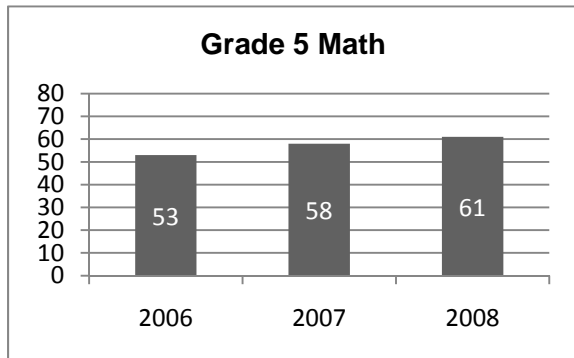
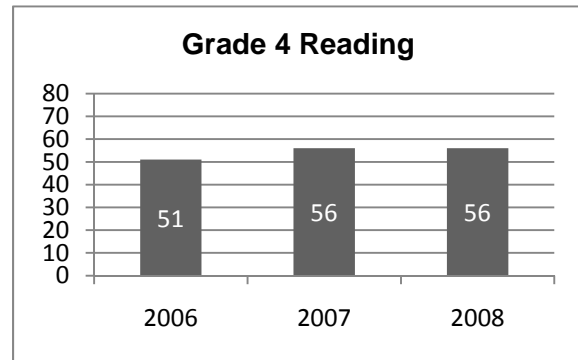
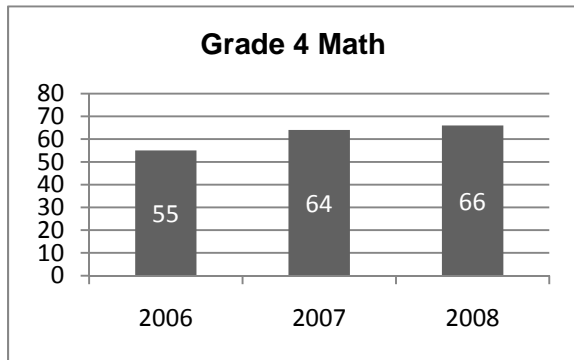
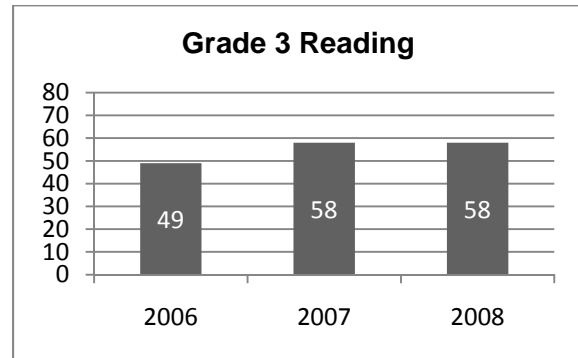
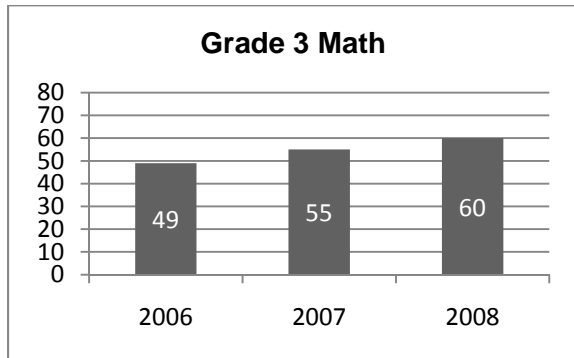
These strategies include:

- **Building relationships.** Clark County School District has worked with The Leadership and Learning Center for more than ten years. Throughout this period, a conscious effort has been made by The Leadership and Learning Center consultants to build a relationship with district leaders and principals. This has been accomplished by arranging for a consistent cadre of professional development associates to work in the district. The PIM process relies on this relationship. Center consultants' familiarity with both key personnel and the schools that they review is critical to the success of the process.
- **Building a common language.** District leaders have worked to incorporate a common language and uniform strategies for school improvement plans throughout the district. This includes district-wide professional development and the creation of a common template for SIPs that may be easily aligned with individualized school needs.
- **Attending outside conferences.** Select district principals have had the opportunity to attend The Leadership Institute in Boston, Massachusetts, where professional development associates of The Leadership and Learning Center aligned conference work directly with Clark County School District strategies and goals. In addition, participants were given tools to implement work from the conference at their schools and receive ongoing follow-up and support from Center associates.
- **Individualized feedback.** All CCSD principals have received individualized, focused feedback based on their school plans. Bulleted feedback and recommendations provided guidelines for school leaders to create more specific, relevant SIPs and related monitoring plans. School leaders now have the tools needed to create SIPs that are based specifically on components related directly to student achievement.
- **Building internal capacity.** Tremendous growth within Clark County School District has led to huge shifts in both teachers and principals which has made it difficult to maintain a core of knowledge at the school level. The professional development provided for school leaders and teachers was designed, in part, to build internal capacity at the school level to ensure ongoing training for all CCSD educators.

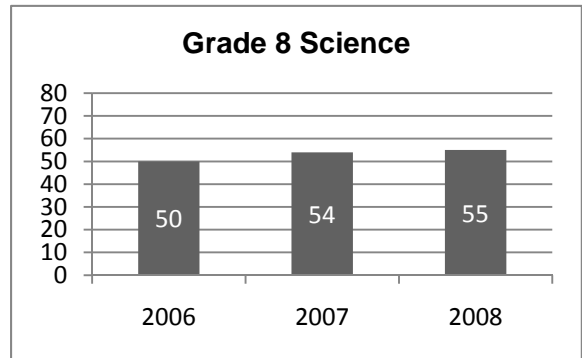
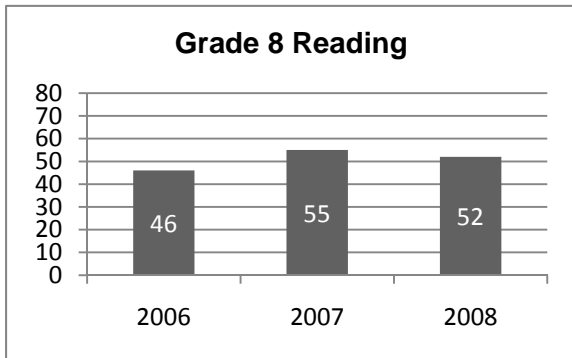
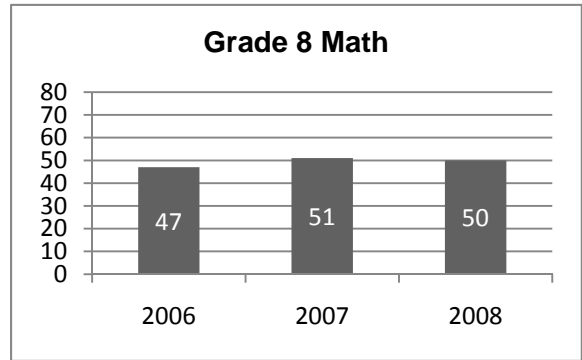
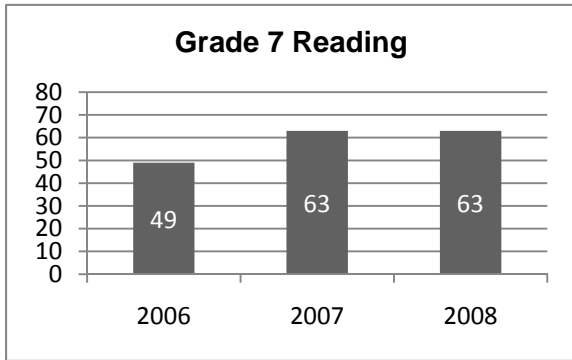
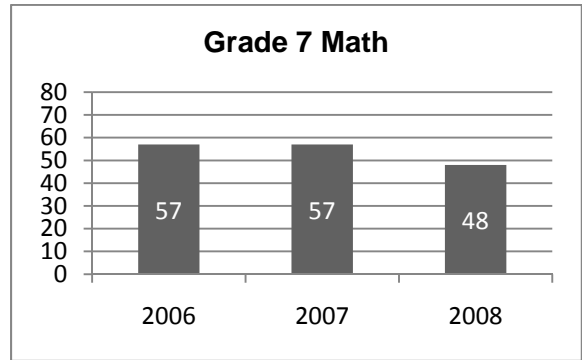
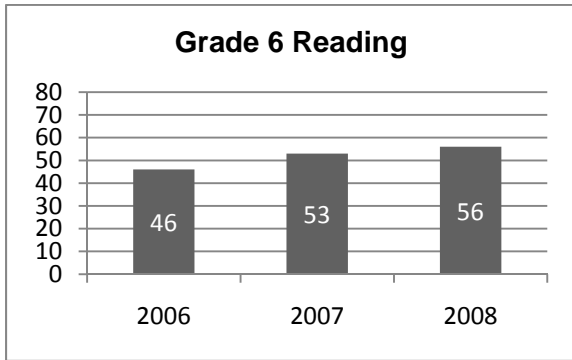
All of these strategies have been essential to the continuous growth attained throughout Clark County School District. As the district carries on its work, The Leadership and Learning Center will further support CCSD leaders and teachers in their determined efforts to increase achievement for all students.

Appendix One

CCSD Student Achievement Scores on the Nevada CRT



Appendix One (Continued)



Appendix Two

East Region Student Achievement Levels on the Nevada Criterion-Referenced Test (CRT)

Level One: Emergent/developing

Level Two: Approaches standard

Level Three: Meets standard

Level Four: Exceeds standard

The goal for schools is to move students out of Level One and Level Two and increase the number of students achieving Level Three and Level Four.

Grade 3 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	12.20%	9.60%	40.20%	35.40%	31.40%	33.30%	16.20%	21.70%
American Indian	11.50%	7.00%	61.50%	43.50%	19.20%	31.00%	7.70%	18.50%
Asian/Pacific Islander	5.30%	3.30%	32.30%	26.10%	35.70%	36.70%	26.60%	33.90%
Hispanic	12.60%	11.50%	41.30%	41.50%	31.90%	31.90%	14.20%	15.10%
Black	20.20%	17.80%	45.00%	43.30%	25.10%	28.00%	9.70%	10.90%
White	9.00%	5.40%	34.50%	26.90%	32.00%	36.50%	24.50%	31.20%
IEP	37.00%	28.10%	42.70%	41.20%	12.50%	18.70%	7.70%	12.00%
LEP	14.20%	14.00%	43.60%	46.00%	30.20%	28.70%	12.00%	11.30%
FRL	12.60%	12.90%	41.30%	41.80%	31.30%	31.00%	14.70%	14.20%

Grade 3 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	9.80%	8.60%	42.70%	43.70%	38.60%	30.40%	8.90%	17.30%
American Indian	15.40%	17.90%	53.80%	46.40%	30.80%	21.40%	0.00%	14.30%
Asian/Pacific Islander	3.40%	6.30%	34.80%	25.70%	49.20%	38.30%	12.50%	29.70%
Hispanic	11.00%	8.90%	45.20%	46.70%	37.00%	30.10%	6.70%	14.20%
Black	12.60%	11.80%	48.20%	48.20%	29.30%	28.50%	9.90%	11.50%
White	5.40%	5.20%	32.10%	34.10%	46.60%	30.90%	15.80%	29.80%
IEP	30.20%	29.70%	52.40%	51.40%	13.70%	13.40%	3.70%	5.40%
LEP	13.70%	11.20%	51.10%	50.20%	32.00%	29.50%	3.20%	9.20%
FRL	10.60%	9.50%	45.10%	46.10%	36.70%	30.00%	7.60%	14.40%

Appendix Two (Continued)

Grade 4 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	13.40%	12.70%	31.00%	28.80%	35.10%	37.20%	20.50%	21.40%
American Indian	9.40%	17.40%	46.90%	30.40%	25.00%	34.80%	18.80%	17.40%
Asian/Pacific Islander	5.50%	5.10%	20.90%	20.90%	41.90%	34.50%	31.60%	39.60%
Hispanic	13.70%	11.70%	32.60%	29.90%	35.00%	38.30%	18.80%	20.10%
Black	22.10%	25.20%	38.10%	32.80%	26.70%	31.00%	13.10%	11.00%
White	9.20%	11.20%	23.70%	24.40%	39.00%	38.10%	28.10%	26.40%
IEP	39.30%	41.10%	37.50%	33.80%	15.90%	14.60%	7.30%	10.50%
LEP	17.50%	13.70%	37.50%	34.20%	32.40%	37.00%	12.60%	15.20%
FRL	14.40%	13.80%	32.20%	29.30%	34.60%	37.40%	18.80%	19.50%

Grade 4 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	19.20%	12.70%	35.90%	28.80%	36.40%	37.20%	8.40%	21.40%
American Indian	6.30%	17.40%	56.30%	30.40%	37.50%	34.80%	0.00%	17.40%
Asian/Pacific Islander	8.70%	5.10%	31.60%	20.90%	45.90%	34.50%	13.80%	39.60%
Hispanic	21.20%	11.70%	37.40%	29.90%	35.10%	38.30%	6.30%	20.10%
Black	23.80%	25.20%	39.90%	32.80%	31.40%	31.00%	5.00%	11.00%
White	13.10%	11.20%	28.10%	24.40%	41.70%	38.10%	17.10%	26.40%
IEP	57.30%	41.10%	28.90%	33.80%	10.20%	14.60%	3.60%	10.50%
LEP	28.40%	13.70%	45.30%	34.20%	25.20%	37.00%	1.00%	15.20%
FRL	21.30%	13.80%	37.60%	29.30%	34.80%	37.40%	6.30%	19.50%

Grade 5 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	9.70%	7.80%	43.60%	36.70%	38.70%	45.80%	8.00%	9.70%
American Indian	12.90%	9.40%	45.20%	43.80%	38.70%	43.80%	3.20%	3.10%
Asian/Pacific Islander	4.40%	3.60%	31.50%	25.00%	47.80%	52.80%	16.30%	18.50%
Hispanic	10.40%	8.00%	45.10%	38.20%	37.60%	44.90%	6.80%	8.90%
Black	15.10%	14.10%	53.90%	47.30%	28.20%	34.50%	2.80%	4.20%
White	5.30%	4.50%	36.00%	27.70%	45.80%	54.30%	12.80%	13.50%
IEP	33.20%	30.20%	52.80%	50.80%	12.00%	17.80%	2.00%	1.30%
LEP	16.20%	11.90%	57.80%	46.80%	24.50%	37.80%	1.50%	3.60%
FRL	9.90%	8.80%	45.90%	38.70%	37.50%	44.00%	6.70%	8.50%

Appendix Two (Continued)

Grade 5 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	14.50%	7.80%	46.50%	36.70%	36.20%	45.80%	2.90%	9.70%
American Indian	19.40%	9.40%	41.90%	43.80%	35.50%	43.80%	3.20%	3.10%
Asian/Pacific Islander	7.20%	3.60%	39.00%	25.00%	47.80%	52.80%	6.00%	18.50%
Hispanic	15.90%	8.00%	49.80%	38.20%	32.10%	44.90%	2.30%	8.90%
Black	19.60%	14.10%	49.70%	47.30%	29.40%	34.50%	1.30%	4.20%
White	8.20%	4.50%	35.10%	27.70%	51.90%	54.30%	4.70%	13.50%
IEP	55.60%	30.20%	38.10%	50.80%	6.10%	17.80%	0.30%	1.30%
LEP	27.30%	11.90%	58.80%	46.80%	13.80%	37.80%	0.20%	3.60%
FRL	15.40%	8.80%	48.50%	38.70%	33.70%	44.00%	2.40%	8.50%

Grade 5 Science

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	17.10%	17.10%	47.50%	45.30%	27.90%	30.40%	7.50%	7.20%
American Indian	29.00%	21.90%	41.90%	53.10%	19.40%	18.80%	9.70%	6.30%
Asian/Pacific Islander	9.60%	8.50%	43.60%	39.80%	34.00%	39.40%	12.80%	12.20%
Hispanic	18.50%	18.60%	50.30%	47.80%	26.10%	28.10%	5.10%	5.50%
Black	26.40%	25.50%	49.10%	48.30%	20.20%	23.40%	4.30%	2.90%
White	8.30%	8.30%	37.30%	34.50%	38.10%	42.10%	16.40%	15.10%
IEP	46.00%	42.10%	41.50%	46.50%	10.90%	9.00%	1.70%	2.30%
LEP	29.90%	27.50%	57.50%	54.60%	11.40%	16.60%	1.20%	1.30%
FRL	18.30%	19.50%	49.40%	47.10%	26.40%	28.10%	6.00%	5.30%

Grade 6 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	21.10%	18.70%	30.60%	31.90%	36.40%	36.30%	11.90%	13.10%
American Indian	13.30%	24.00%	26.70%	20.00%	40.00%	36.00%	20.00%	20.00%
Asian/Pacific Islander	10.00%	7.10%	19.20%	24.20%	45.80%	41.70%	25.00%	27.10%
Hispanic	23.40%	19.50%	34.90%	34.60%	34.00%	35.30%	7.70%	10.60%
Black	26.50%	30.50%	32.40%	36.30%	34.20%	26.40%	6.80%	6.70%
White	15.00%	12.70%	20.80%	23.30%	41.60%	44.50%	22.50%	19.60%
IEP	57.80%	54.80%	27.90%	29.30%	12.20%	15.00%	2.00%	0.90%
LEP	40.10%	33.70%	43.00%	42.10%	16.00%	21.30%	0.90%	2.90%
FRL	23.40%	21.00%	34.20%	34.00%	33.30%	34.40%	9.20%	10.60%

Appendix Two (Continued)

Grade 6 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	18.30%	20.00%	38.10%	34.80%	36.10%	35.50%	7.50%	9.70%
American Indian	10.00%	36.00%	23.30%	20.00%	60.00%	28.00%	6.70%	16.00%
Asian/Pacific Islander	8.80%	7.90%	26.30%	31.30%	50.80%	45.40%	14.20%	15.40%
Hispanic	21.10%	21.80%	41.20%	37.00%	32.90%	33.60%	4.80%	7.70%
Black	22.00%	26.60%	43.60%	38.90%	30.00%	28.30%	4.30%	6.30%
White	11.20%	14.00%	29.90%	26.90%	43.90%	43.00%	15.10%	16.10%
IEP	54.70%	60.10%	37.10%	31.70%	7.40%	7.60%	0.90%	0.60%
LEP	39.90%	39.00%	49.20%	44.30%	10.80%	15.90%	0.00%	0.80%
FRL	19.90%	22.80%	41.30%	36.10%	33.90%	33.60%	4.90%	7.40%

Grade 7 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	21.10%	14.00%	34.00%	31.80%	34.60%	47.20%	10.20%	7.00%
American Indian	12.90%	15.60%	25.80%	21.90%	58.10%	59.40%	3.20%	3.10%
Asian/Pacific Islander	11.60%	5.70%	25.40%	21.10%	44.20%	62.60%	18.80%	10.60%
Hispanic	25.00%	16.30%	36.80%	35.00%	31.50%	44.20%	6.80%	4.50%
Black	27.20%	15.90%	34.70%	34.90%	31.30%	43.10%	6.80%	6.00%
White	9.50%	8.70%	29.10%	24.40%	41.60%	52.60%	19.90%	14.20%
IEP	54.50%	47.10%	33.30%	36.40%	11.10%	15.80%	1.10%	0.80%
LEP	42.80%	29.60%	41.20%	47.60%	14.20%	21.90%	1.90%	1.00%
FRL	23.50%	14.80%	36.00%	35.30%	33.10%	44.60%	7.40%	5.20%

Grade 7 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	11.40%	14.00%	34.10%	31.80%	46.40%	47.20%	8.10%	7.00%
American Indian	3.20%	15.60%	25.80%	21.90%	54.80%	59.40%	16.10%	3.10%
Asian/Pacific Islander	9.30%	5.70%	19.10%	21.10%	60.90%	62.60%	10.70%	10.60%
Hispanic	13.10%	16.30%	39.50%	35.00%	42.10%	44.20%	5.30%	4.50%
Black	13.70%	15.90%	36.90%	34.90%	42.80%	43.10%	6.60%	6.00%
White	5.90%	8.70%	22.00%	24.40%	56.20%	52.60%	15.90%	14.20%
IEP	33.90%	47.10%	47.90%	36.40%	17.90%	15.80%	0.40%	0.80%
LEP	26.10%	29.60%	55.00%	47.60%	18.40%	21.90%	0.50%	1.00%
FRL	12.30%	14.80%	37.60%	35.30%	43.80%	44.60%	6.30%	5.20%

Appendix Two (Continued)

Grade 8 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	26.10%	24.00%	33.00%	37.30%	35.60%	34.30%	5.30%	4.30%
American Indian	26.90%	23.10%	19.20%	30.80%	42.30%	46.20%	11.50%	0.00%
Asian/Pacific Islander	11.20%	9.40%	24.00%	35.00%	50.20%	46.60%	14.60%	9.00%
Hispanic	30.50%	27.10%	36.20%	39.70%	30.20%	30.80%	3.10%	2.50%
Black	31.90%	30.20%	36.80%	40.10%	29.20%	27.30%	2.20%	2.40%
White	16.10%	16.10%	26.00%	29.60%	48.50%	44.80%	9.50%	9.40%
IEP	66.30%	61.90%	25.80%	31.70%	7.60%	6.40%	0.30%	0.00%
LEP	55.90%	47.70%	34.20%	40.90%	9.90%	11.00%	0.00%	0.30%
FRL	29.20%	25.80%	35.50%	39.20%	31.30%	32.50%	4.10%	2.60%

Grade 8 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	10.70%	11.10%	43.50%	45.60%	39.00%	36.70%	6.80%	6.50%
American Indian	7.70%	7.70%	30.80%	42.30%	46.20%	38.50%	15.40%	11.50%
Asian/Pacific Islander	3.00%	6.40%	35.80%	35.50%	47.80%	46.20%	13.40%	12.00%
Hispanic	13.10%	12.50%	48.80%	50.40%	34.50%	32.40%	3.60%	4.70%
Black	11.50%	13.70%	44.60%	49.40%	39.30%	32.20%	4.60%	4.70%
White	6.30%	7.00%	31.90%	32.60%	47.70%	49.30%	14.00%	11.10%
IEP	35.30%	37.90%	56.50%	52.50%	7.90%	9.60%	0.30%	0.00%
LEP	29.60%	29.10%	62.70%	61.90%	7.70%	8.60%	0.00%	0.40%
FRL	12.10%	11.90%	47.50%	50.90%	35.60%	32.60%	4.80	4.60%

Grade 8 Science

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	17.90%	16.80%	38.40%	38.60%	41.00%	42.80%	2.70%	1.80%
American Indian	16.00%	15.40%	36.00%	26.90%	48.00%	57.70%	0.00%	0.00%
Asian/Pacific Islander	7.90%	9.90%	28.80%	32.80%	56.30%	55.60%	7.00%	1.70%
Hispanic	21.60%	18.50%	43.20%	43.50%	33.70%	37.00%	1.50%	1.10%
Black	22.20%	25.70%	39.80%	37.40%	36.80%	36.00%	1.30%	0.90%
White	9.40%	8.30%	28.00%	27.40%	57.10%	59.70%	5.50%	4.50%
IEP	44.00%	45.00%	43.00%	41.00%	12.70%	14.00%	0.40%	0.00%
LEP	43.60%	35.90%	48.10%	50.70%	8.30%	13.30%	0.00%	0.10%
FRL	20.60%	18.40%	41.00%	43.20%	36.40%	37.50%	2.00%	1.00%

Appendix Three

East Region Student Achievement Levels on the Nevada High School Proficiency Exam (HSPE)

Level One: Emergent/developing

Level Two: Approaches standard

Level Three: Meets standard

Level Four: Exceeds standard

The goal for schools is to move students out of Level One and Level Two and increase the number of students achieving Level Three and Level Four. Students must reach proficiency in each subject in order to graduate.

Grade 11 Math

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	5.70%	6.80%	44.60%	34.60%	41.90%	49.20%	7.80%	9.50%
American Indian	0.00%	0.00%	38.90%	13.30%	55.60%	80.00%	5.60%	6.70%
Asian/Pacific Islander	3.50%	5.30%	31.50%	25.30%	55.20%	57.60%	9.80%	11.80%
Hispanic	7.30%	6.60%	51.00%	41.90%	37.90%	46.50%	3.70%	4.90%
Black	10.00%	13.50%	58.20%	46.00%	28.60%	37.10%	3.20%	3.40%
White	2.60%	4.50%	34.30%	21.70%	48.50%	55.20%	14.50%	18.70%
IEP	30.20%	36.50%	61.70%	48.50%	6.70%	14.40%	1.30%	0.60%
LEP	16.80%	19.00%	67.70%	58.10%	15.50%	21.20%	0.00%	1.70%
FRL	5.70%	9.50%	55.60%	41.60%	35.10%	43.70%	3.60%	5.20%

Grade 11 Reading

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	2.80%	2.30%	12.10%	7.80%	54.90%	59.20%	30.20%	30.80%
American Indian	0.00%	0.00%	5.60%	0.00%	61.10%	46.70%	33.30%	53.30%
Asian/Pacific Islander	0.00%	0.60%	7.70%	2.30%	57.70%	59.60%	34.50%	37.40%
Hispanic	3.70%	3.10%	15.80%	9.70%	58.30%	66.20%	22.20%	20.90%
Black	5.00%	2.50%	15.10%	14.20%	63.50%	60.70%	16.40%	22.60%
White	1.40%	1.50%	7.70%	3.90%	45.50%	48.00%	45.50%	46.70%
IEP	19.60%	19.40%	42.60%	35.90%	33.80%	37.10%	4.10%	7.60%
LEP	11.70%	9.60%	46.10%	29.20%	40.30%	56.70%	1.90%	4.50%
FRL	3.90%	4.30%	15.50%	11.60%	60.60%	62.30%	19.90%	21.80%

Appendix Three (Continued)

Grade 11 Writing

	Level One (2006-2007)	Level One (2007-2008)	Level Two (2006-2007)	Level Two (2007-2008)	Level Three (2006-2007)	Level Three (2007-2008)	Level Four (2006-2007)	Level Four (2007-2008)
Total	1.50%	3.10%	12.20%	14.60%	82.20%	79.10%	4.20%	3.20%
American Indian	5.90%	0.00%	11.80%	6.70%	82.40%	93.30%	0.00%	0.00%
Asian/Pacific Islander	0.00%	1.20%	3.60%	9.30%	89.20%	86.00%	7.20%	3.50%
Hispanic	2.40%	4.50%	17.70%	17.30%	77.70%	75.90%	2.20%	2.40%
Black	1.90%	3.30%	15.30%	23.00%	80.90%	70.70%	1.90%	2.90%
White	0.40%	1.70%	6.10%	8.50%	86.50%	85.30%	7.00%	4.50%
IEP	8.50%	14.70%	45.40%	52.90%	46.10%	32.40%	0.00%	0.00%
LEP	9.30%	11.20%	48.00%	53.10%	42.70%	35.80%	0.00%	0.00%
FRL	1.30%	5.20%	17.50%	19.10%	78.20%	73.80%	3.00%	2.00%

References

- Nevada Department of Education. *Nevada annual reports of accountability*. Clark County School District report card 2007-2008. Retrieved July 6, 2009 from <http://www.nevadareportcard.com/>
- Reeves, D. B. (2007). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2004). *Accountability in action: A blueprint for learning organizations* (2nd ed.). Englewood, CO: Lead + Learn Press.
- Reeves, D. B. (2004). *101 more questions and answers about standards, assessments, and accountability*. Englewood, CO: Lead + Learn Press.
- Reeves, D. B. (2001). *101 questions and answers about standards, assessments, and accountability*. Englewood, CO: Lead + Learn Press.
- Reeves, D. B., & Wasta, M. (2008). *Educational accountability: It's more than test scores*. DVD. Englewood, CO: Lead + Learn Press.
- White, Stephen. (2005). *Beyond the numbers: Making data work for teachers & school leaders*. Englewood, CO: Lead + Learn Press.
- White, Stephen. (2005). *Show me the proof! Tools and strategies to make data work for you*. Englewood, CO: Lead + Learn Press.